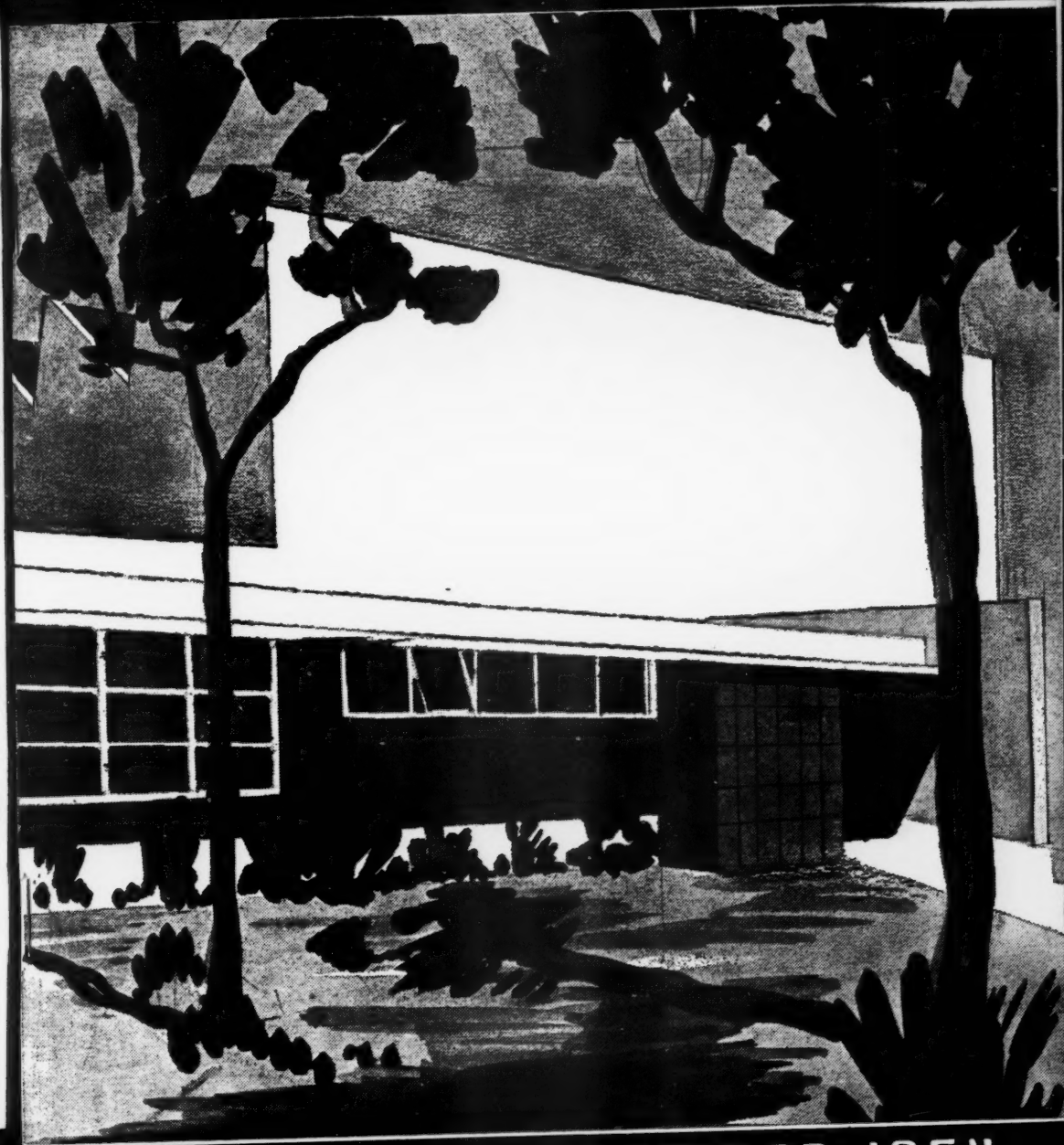


# CALIFORNIA SCHOOLS



DECEMBER 1954

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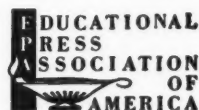
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The cover illustration is a pen and ink sketch of the main entrance  
to the new physical education building at Long Beach State Col-  
lege, drawn by Francis J. Flynn, Dean of Students at the college.

## LONG BEACH STATE COLLEGE— Meeting a Community's Educational Needs

P. VICTOR PETERSON, *President*

Almost everyone in the United States has marveled at the rapid growth of the southern California area since World War II. Typical of the regions experiencing such growth is that of southern Los Angeles County and adjacent Orange County. This region extends from the industrial city of South Gate to the shipping center of Wilmington and San Pedro, to the dairying area of Paramount and Bellflower, and to the citrus-growing sections of Fullerton and Orange; it includes resort towns from Redondo Beach to San Clemente, and the long-settled area of Santa Ana. Almost in the middle of this coastal strip is Long Beach, fifth largest city in California and probably the most wealthy oil city in the United States. Although the cities of this region vary in their economic base from industry and shipping to farming and to beach recreation, the one characteristic common to all has been a constantly increasing population.

Recognition of the growth of this region was indicated in the survey of higher education made under the joint auspices of the State Department of Education and the Regents of the University of California in 1947-48, which recommended that a state college be established to serve the needs of Orange County and the southeast portion of Los Angeles County.<sup>1</sup> On January 27, 1949, Earl Warren, then Governor of California, signed Assembly Bill 8 (Chapter 4, Statutes of 1949), which was "an act to provide for the establishment of a state college in the area of Orange County and the southeastern part of Los Angeles County." This signature brought into existence on paper the youngest of the eleven colleges of California's state college system. In order to provide educational facilities for the region as soon as possible, temporary quarters were established in Long Beach and the college opened its doors to students for the first time in September, 1949. Meanwhile, the State Public Works Board had undertaken a survey to select the best of several possible permanent sites for the new state college. Because every educational institution needs a name, even though it be only a temporary one, the college began operation as the "Los Angeles-Orange County State College." This stimulated sports editors in many of the nearby communities to propose several interesting versions of fight yells and songs based upon that tongue-twisting title.

<sup>1</sup> *Report of the Survey of the Needs of California in Higher Education*, submitted to the Liaison Committee of the Regents of the University of California and the State Department of Education. (Berkeley, California): Committee on the Conduct of the Study (George D. Strayer, Chairman), March 1, 1948, Pp. xii + 132.

Although regularly established as a state college with authority to offer four-year undergraduate and one-year graduate programs, the college was forced by the extreme limitations in plant facilities to restrict its offerings during the first four years of operation to upper-division and preprofessional curriculums. To fulfill the normal functions of the state college system and to meet the demands for integrated programs of teacher training, and for occupational and preprofessional curriculums, the State Department of Education directed the college administration to provide for limited enrollment of freshman and sophomore students beginning with the 1953-54 academic year. The college thus altered the historical pattern of development of this type of institution—from normal school, to teachers college, to state college—by moving instead, in a short four years, from senior college, to senior college-with-a-one-year-graduate-program, to a regular four-year-undergraduate institution with a graduate program.

In spite of its youth, Long Beach State College has received unrestricted accreditation by the Northwest Association of Secondary and Higher Schools as a degree-granting college; and the California State Department of Education has authorized Long Beach State College to offer training leading to various credentials for public school service and to the Master of Arts degree in certain fields.

#### LOCATION OF THE COLLEGE

The temporary site for the new state college in 1949 consisted of two of several almost identical apartment houses then under construction near the eastern border of the City of Long Beach. Lloyd S. Whaley, owner of the buildings, arranged for hurried alterations which provided the college with usable quarters, although visitors were often surprised to find the president in an office which had been originally planned for a bedroom, and the switchboard installed where a dining table should have been placed. Among the traditions of the college today are the stories about students who, confused by the similarity of the apartment houses, dashed into someone's front room in the wrong building expecting to find a class in California history or nature study. The faculty and students at the college, while it was operating in the apartment houses, considered themselves educational pioneers and soon adopted the symbolic name of "Forty-niners." The gold rush boom of 1849 made California famous, and doubled the population many times over in a few short years. In 1949 there was another "rush," this time for education in Long Beach. The population of the state college zoomed 700 per cent in two short years.

During the first year of operation, Los Angeles-Orange County State College was a much sought-after institution. Not only did many persons desire to attend classes at the college, but many cities of the area were eager to have the college located permanently within their boundaries.



Numerous delegations made pilgrimages to Sacramento to appear before the Public Works Board, and representatives from the local legislative districts were advised by their constituents to "bring the college home."

After considerable investigation the sites under consideration were narrowed to four—two in Orange County, and two in Los Angeles County, one of which was near the unincorporated area of Downey in Los Angeles County and the other just outside the eastern boundary of Long Beach.

A group of Long Beach citizens proposed to their fellow townsmen that the city purchase and give to the state this latter site as the permanent location of the college. On April 15, 1950, the State Public Works Board agreed to locate the state college in Long Beach if the proposed site were annexed to the city and donated to the State. On June 6, 1950, the citizens of Long Beach by overwhelming vote at a city election authorized the city council to acquire the property and donate it to the state as the permanent campus of the state college. On June 7, 1950, the State Director of Education officially gave the institution the name of Long Beach State College.

Although the permanent site is located within the City of Long Beach and the County of Los Angeles, it is within one-half mile of the Orange County border. The campus for which the City of Long Beach paid approximately \$1,000,000 comprises 320 acres fronting on Seventh Street. Its elevation is such that there is both an "upper" and a "lower" campus. At one time the land was a key part of Rancho Los Alamitos, an historic California land grant. At the present time the campus is enclosed on three sides by homes, all of which have been constructed within the last five or six years. Transportation between the campus and the area it serves is rapidly improving as the construction of major freeways moves forward.

Adequate emergency facilities were erected on the new site during the summer of 1951 and the college moved there for the opening of the fall semester. Additional emergency facilities were constructed during the summer and fall of 1952 in order to meet the demands of a rising enrollment. As in the case of the pioneers at the apartment house site, faculty and students alike approached the emergency buildings with the enthusiasm of eternal optimism. During the first few months of occupation, the weather competed with the bell system of the college, for whenever rain started to fall, students dashed out of the classrooms to move their cars from the fields to the street. Students using a nearby steep, adobe hillside for parking saw their cars sliding and bumping together during one particularly heavy storm. Construction of the emergency buildings was not completely finished by the opening of the 1951 fall semester and many professors shared their classrooms with electricians and painters. One English instructor taught his class on the

edge of the college trash dump in order to escape constant interruption. To this day those students have a special title and description for that particular semester of English.

Long Beach State College will have experienced another big change by the time this article is published. Sometime after December 1, 1954, five of the new permanent buildings under construction on the upper campus will be available for use. As a result the college will find itself with a third set of pioneers who, undoubtedly, will consider their experiences comparable to those of the pioneers in the apartment houses and in the emergency buildings. A few persons even suggest that a hierarchy of pioneers will develop at Long Beach State, for those who pioneered at the apartment houses will consider themselves superior to those who pioneered only at the emergency building site, and both of these will outrank those newcomers who arrived only in time to occupy the permanent buildings.

The geographic area served by the college is one of the smallest in the state college system, although the total population served is probably larger than that of any other state college except Los Angeles State. Long Beach State College, however, does not have within its service area any other publicly supported, four-year collegiate institution. More than 450,000 people live within five miles of the permanent site of Long Beach State College. At least 2,880,000 people live within a normal commuting distance of the Long Beach business area. Assuming that Long Beach State College serves only half the area between its own site

ENROLLMENT AT LONG BEACH STATE  
COLLEGE IN REGULAR SESSIONS  
1953-54

Full-time students	
Freshmen.....	133
Sophomores.....	132
Juniors.....	498
Seniors.....	364
Unclassified.....	119
Graduates.....	217
Total.....	1,463
Part-time students.....	2,698
Total individuals served in regular sessions, 1953-54.....	4,161

and its five nearest neighbor institutions—Whittier College, Occidental College, University of Southern California, Los Angeles State College, and University of California, Los Angeles—this means that it serves more than two million residents. Approximately this same number of individuals is served by 21 public and private collegiate institutions in the State of Oregon.

Although the bulk of the enrollment at Long Beach State College comes from Los Angeles, Orange, Riverside, and San Bernardino counties, the students enrolled during the spring semester of 1953-54 represented 10 foreign countries, and 119 communities in 40 states. A tabulation of the communities and counties in which the students lived while enrolled in the fall semester of 1953-54 is presented here to indicate the number of communities with which Long Beach State College had current contact through its student body.

**DISTRIBUTION OF STUDENTS BY LOCAL  
RESIDENCE, FALL SEMESTER, 1953-54**

County of residence	Number of communities represented	Number of students enrolled
Los Angeles County.....	53	2,355
Orange County .....	28	534
Riverside County .....	3	6
San Bernardino County.....	2	3
<b>Total .....</b>	<b>86</b>	<b>2,898</b>

Construction of permanent buildings on both the upper and the lower campus started during the spring of 1953. Fortunately for the college, as soon as the million-dollar site was made available, a master plan for the permanent plant was designed on the basis of a capital outlay by the State of California of approximately twenty million dollars. Facilities were planned to accommodate a student population equivalent to 5,000 full-time students, which in terms of individuals would mean approximately 7,000. As in the case of most state projects, appropriations for specific buildings in the master plan will be sought as the need for the facilities develops.

Groundbreaking ceremonies for the first complement of permanent buildings occurred on May 20, 1953, with Roy E. Simpson, State Director of Education, as the main speaker.

At the present time the first units of the library, the fine arts and classroom buildings, the gymnasium, and the little theater are nearing completion. Outdoor athletic facilities costing approximately \$120,000 have been completed and officially opened for use. Money has been

allocated and contracts are being let or prepared for the construction of the initial portion of the science building, a further addition to the classroom building, and a cafeteria. Funds for an administration building were appropriated at the 1954 Budget Session of the California Legislature. In addition to these items, funds also were appropriated this year for remodeling some of the emergency buildings to be used as industrial arts classrooms and administration offices. Even the completion of all these buildings will not end the tremendous shortage of facilities that Long Beach State College has experienced from the very first day of its operation.

Other construction in the master plan which has not yet been financed includes additional units of the library, the auditorium, and the fine arts, science, and gymnasium buildings; a health building; and a military science building. There are provisions in the master plan for student housing on the campus, without which the college is and must remain primarily a commuters' institution.

The college buildings feature a contemporary architectural design, with glass, brick, and concrete as the basic materials. All the buildings emphasize north lighting, and continuous strip windows are a design feature. The functions of the buildings have determined the basic designs and the result has been a pleasing combination of lines and masses.

#### ENROLLMENT AND GRADUATES

When a five-year-old institution reports an increase of more than 2,000 per cent in total enrollment, many persons find this hard to believe. Long Beach State College, however, has experienced just such an increase. In September, 1949, there were 169 students registered; in September, 1954, the number was 3,852! A detailed analysis of enrollment in the 1953-54 school year discloses that women outnumbered men  $1\frac{1}{2}$  to 1; that 30 per cent of the students were registered in the "extended day" program of courses offered in late afternoon and evening on the campus; that of the 3,489 individuals enrolled in the spring term of 1953-54, approximately 1,300 were graduate students. Since the lower-division courses were not offered until the fall of 1953, less than 3 per cent of the new students enrolled that semester were freshmen. The remaining entrants had transferred in about equal numbers from California junior colleges and from four-year colleges throughout the United States.

Long Beach State College expects its enrollment to increase at a rapid if not overwhelming pace. As is true in the other publicly supported institutions of higher education in California, the only possible means of taking care of the surging tide of students who are already counted and known to be heading toward the state colleges is to have sufficient facilities available when the waves break.

GROWTH IN STUDENT ENROLLMENT AT LONG BEACH STATE COLLEGE, 1949-50 TO 1954-55				
Regular Sessions			Summer Sessions	
School year	Fall semester enrollment	Spring semester enrollment	Year	Enrollment
1949-50	169	694	1950	796
1950-51	1,002	1,144	1951	1,168
1951-52	1,869	2,059	1952	1,402
1952-53	2,280	2,586	1953	2,140
1953-54	2,896	3,489	1954	2,567
1954-55	3,852		1955	

In its five years of existence, Long Beach State College has granted 1,383 bachelor's degrees and 461 master's degrees. Long Beach State College ranked fifth in 1952-53 among California teacher-education institutions in the number of candidates recommended for teaching credentials.

Although many of its graduates have excellent positions, the number of outstanding alumni to whom the college can point with pride is necessarily limited by the brief time that its former students have been in their various occupational fields. Among its graduates, however, are a city manager in Texas, a number of public school administrators, two or three young members of college faculties, and an increasing number of students enrolled in graduate professional schools, one of whom secured the doctorate in June, 1954.

#### FACULTY AND STAFF

The faculty and administrative staff of Long Beach State College are graduates or former faculty members of major institutions throughout the United States. Approximately three-fourths of the staff have taught or served in administrative capacities in colleges east of the California border. More than 66 per cent of the faculty in 1954-55 have the doctorate, and an additional 30 per cent have had two years or more of graduate work. Many of these latter are either completing their work toward the doctoral degree or are teaching in fields where the doctorate is not generally considered necessary. Twenty-seven states and British Columbia are represented by the institutions granting the bachelor's degrees held by administration and faculty members; 21 states and Italy by the master of arts degrees; and 13 states and Italy by the doctorates.

GROWTH IN STAFF, LONG BEACH STATE COLLEGE 1949-50 TO 1954-55				
School year	Number of staff members			
	Total	Administra- tive	Instruc- tional	Other
1949-50	24	3	15	6
1950-51	61	3	39	19
1951-52	122	8	73	41
1952-53	160	9	89	62
1953-54	196	9	1,111	76
1954-55	252	9	124	119

The development of a new college depends in a large measure upon the interest of the administration and faculty in building something worth while. The Long Beach State College staff enthusiastically plunged into the task of creating a real college from paper plans and still spends long hours in administrative committee conferences, in developing the curriculums, in counseling students, and in assisting in the adjustments and changes necessary in building a great institution. The success which the college has achieved in five years rests not so much in the potential physical plant nor in the total enrollment figures, but rather in the good teaching that is being done every day by its faculty members.

One of the more unusual aspects of life at Long Beach State College is the fact that the available classrooms are in almost constant use. From early in the morning until late in the evening, classes are taught in virtually every room on the campus. The great majority of the faculty teach at least one evening class, and many teach two. The campus parking lot and the nearby streets are as crowded at eight o'clock in the evening as they are at ten o'clock in the morning. Last year one teacher from a nearby elementary school who was registering for a course in the evening was surprised to find 10 of the 14 teachers from her school involved in the same process.

The organization of the administration and faculty at Long Beach State College is based on the pattern established for all California state colleges. Administrative officers of the college include the president, executive dean, dean of instruction, dean of students, dean of educational services, business manager, associate dean of students (guidance),



associate dean of students (activities), and admissions officer. The chairmen of the divisions of the college—(1) Arts and Languages, (2) Education and Psychology, (3) Health, Physical Education and Recreation, (4) Natural Science, and (5) Social Science—serve as channels of communication between the faculty and the college administration. All members of the faculty help to form educational and administrative policies through assignment to administrative or intradivisional committees.

A Faculty Council, which is representative of the full-time members of the faculty, the library, the admissions office, the business office, the maintenance staff, and the clerical staff, serves as a democratic medium for keeping the president informed of the viewpoint of faculty and employees on problems in the administrative and instructional areas. The compact arrangement of emergency buildings, the newness of the college, and the enthusiasm of the faculty and administration have contributed generously to unification of the staff at Long Beach State College.

#### INSTRUCTION

Instruction at Long Beach State College is directed by the dean of instruction, who is assisted by the graduate studies co-ordinator, the curriculum evaluator, and the chairmen of the five divisions of the college. In 1949-50 the college course offerings totaled only 76. This figure increased in 1950-51 to 195, in 1951-52 to 346, in 1952-53 to 514, and in 1953-54 to 697.

The Division of Arts and Languages includes the instructional areas of art, English, foreign languages, home economics, journalism, music, philosophy, speech and drama. The program of this division is designed to contribute to the cultural background of the general student, to develop competence in the vocational and preprofessional aspects of the curriculums offered, and to afford training in various subject-matter areas for those who plan to enter teaching.

The Division of Education and Psychology offers courses in education and psychology. Preparation for the teaching profession is the major responsibility of the division. Programs are offered leading to competency in classroom teaching at levels from the kindergarten through the secondary schools, in school supervision, in school administration, and in other phases of public school service. Offerings in psychology are provided to train students for further study at the professional level and for occupational competency in a number of fields requiring knowledge of the principles, applications, and skills in psychology. In addition, courses are offered in aspects of psychology required for public school credentials as well as for occupational fields such as social welfare, nursing, and speech correction.

The Division of Health, Physical Education, and Recreation offers a program designed to meet the professional needs of prospective teachers, directors of recreation, and other persons with vocational goals in the field of education. Courses are offered which satisfy the requirements for the special secondary credential in physical education.

The Division of Social Science offers courses in anthropology, business, economics, general social science, geography, history, political science, and sociology. Majors in the social science areas provide students with opportunities to understand and evaluate world conditions, to secure preprofessional or vocational training, and to specialize in the subject matter required for various teaching credentials.

Within the Division of Natural Science are the biological and physical sciences, nature study, conservation, mathematics, industrial arts, and nursing. The Bachelor of Science degree, based on intensive concentration in the major field, may be earned in biological science, physical science, mathematics, and industrial arts. Programs are offered leading to teaching credentials in each of these areas, and to the master's degree in biological science and industrial arts. Occupational curriculums in industrial arts and nursing are being developed under the administration of the Division of Natural Science.

The fundamental purpose of the industrial arts curriculum is to train teachers in industrial arts for the secondary schools. To accomplish this purpose the program provides well-balanced course offerings, including woodwork and metal work, electricity and radio, drawing and graphic arts, auto mechanics and transportation, and industrial arts education. In addition to meeting the teacher-training objectives, the offerings include courses designed for students who wish to acquire fundamental knowledge and skills in the field of industrial arts along with their preparation for teaching. Positions in commercial and industrial organizations are often open to qualified persons who have special credentials in industrial arts or who have completed courses in this field in addition to general preparation for teaching.

A degree program is already being offered for graduates of approved schools of nursing who are currently registered as nurses. However, an expanded program is now being developed in the Division of Natural Science which will provide all the training necessary for high school graduates who wish to enter professional nursing. This will be a four-year basic college program leading to the degree of Bachelor of Science in Nursing.

Degrees which the college is authorized to grant include the Bachelor of Arts with major in art, biological science, business, economics, education, English, geography, history, industrial arts, mathematics, music, physical education, physical science, political science, psychology, recreation, social science, sociology, or speech and drama; the Bachelor of

Science for those students who desire a more intensive major field of study; the Bachelor of Education, under certain conditions; the Bachelor of Vocational Education for vocational education teachers; and the Master of Arts with major in art, biological science, education, English, industrial arts, music, psychology, or social science.

NUMBER OF COURSES OFFERED AT LONG BEACH STATE COLLEGE,  
BY INSTRUCTIONAL DIVISIONS AND SUBJECT AREAS, 1949-50 AND  
1953-54, WITH FULL TIME EQUIVALENT ENROLLMENT AND NUMBER  
OF STUDENTS MAJORING IN EACH AREA, 1953-54

Division and subject area	Number of courses offered		Enrollment, 1953-54		
	1949-50	1953-54	Under-graduate majors	Graduate majors (M.A.)	Full-time equivalent enrollment
<b>Division of Arts and Languages</b>					
Art.....	4	51	36	25	95.2
English.....	12	42	43	49	142.5
Foreign Language.....		8	1		4.6
Home Economics.....		7	1		7.7
Journalism.....		18			5.9
Music.....	5	81	34	15	83.1
Philosophy.....		6			18.6
Speech and Drama.....	2	38	13		61.2
<b>Division of Education and Psychology</b>					
Education.....	19	64	702	397	535.7
Psychology.....	7	21	43	38	68.0
<b>Division of Health, Physical Education, and Recreation</b>					
Physical Education.....	1	36	62		69.5
Recreation.....		9	1		
<b>Division of Natural Science</b>					
Physical Science.....	1	21	22		56.4
Biological Science.....	5	60	63	24	115.8
Nursing.....		6	61		5.5
Industrial Arts.....		45	59		48.5
Mathematics.....		9	6		4.6
<b>Division of Social Science</b>					
Anthropology.....		5			17.0
Business.....	9	35	149		88.0
Economics.....	3	22	2		12.4
Social Science.....		15	138	90	88.8
Geography.....	1	16	1		40.8
History.....	4	29	22		60.3
Political Science.....	1	31	20		72.6
Sociology.....	2	22	28		79.2

The fundamental purpose of the Master of Arts program in the state colleges is the improvement of the candidate's professional competence in his chosen field of educational service along with the development of his ability to continue self-directed study in that field. In keeping with this purpose, the degree can be awarded only to those who hold valid, regular credentials for service in public day schools in California, or who complete all the requirements for such a credential and receive it concurrently with the master's degree.<sup>1</sup>

DEGREES GRANTED AT LONG BEACH STATE COLLEGE 1949-50 TO 1953-54		
School year <sup>1</sup>	Bachelor's degrees	Master's degrees
1949-50.....	32	.....
1950-51.....	221	11
1951-52.....	350	93
1952-53.....	357	155
1953-54.....	423	202

<sup>1</sup> Figures in this table are based on number of degree candidates listed in June commencement programs, which include students who have completed degree requirements in January or June or are expected to complete them in August.

The college is authorized by the State Board of Education to recommend its graduates as candidates for the following credentials: kindergarten-primary, general elementary, elementary school supervision, elementary school administration, general secondary, special secondary in art, special secondary in industrial arts, secondary school supervision, secondary school administration, school psychologist, and school psychometrist.

#### **GUIDANCE AND COUNSELING**

Long Beach State College is undeniably engaged in mass education; yet the individual student has never been thought of as an item in the alphabet or as a number to be shifted here and there. The college has a Personnel Services Center to provide academic, vocational, personal, veteran, and vocational rehabilitation counseling. Individual achievement and vocational tests, English proficiency examinations, college aptitude

<sup>1</sup> This requirement may be waived for graduates who are not citizens of the United States and are therefore ineligible for a California credential; for teachers who are licensed to teach in another state and have had at least one year of teaching experience; and for applicants who are preparing to teach in institutions that do not require credentials (provided that a minimum of 12 semester units in professional education are completed in their graduate study).

tests, graduate record examinations, and screening of candidates for teaching credentials are scheduled by the Center as an aid to the various programs of the college. Information from the Center is forwarded to the faculty groups directly concerned with the student's program. The student also receives advice on academic problems from faculty members in his major or minor field. All faculty members are on the campus for a two- or three-day counseling period each semester immediately prior to registration.

#### PLACEMENT

From the time a student enters the college, the faculty takes an interest in his vocational aims and provides every possible opportunity for him to explore those aims. The Placement Office contributes to the achievement of his objectives (1) by offering occupational information, (2) by obtaining the assistance of competent outsiders to counsel the student regarding various occupations, and (3) by arranging meetings with school administrators and business and industrial representatives who interview the student regarding job opportunities. The Placement Office works very closely with the major divisions of the college in order to facilitate vocational counseling. Furthermore, it assists students in finding part-time work to aid in financing their education.

#### HEALTH

A Health Office on campus provides physical examinations, first aid treatment, and consultation on health problems during school hours for all college personnel. A complete physical examination is required of students who enroll at the college for more than six units of credits.

#### THE LIBRARY AND AUDIO-VISUAL CENTER

The college library has a current collection of over 40,000 volumes, including 7,300 bound periodicals. The collection has been selected to suit the educational offerings of the college and is being constantly enlarged to meet the demands of new and expanding curriculums. The library currently receives, through purchase and gift, 550 professional and scientific periodicals, all of which are related to the academic program of the college, and maintains a collection of classical and elementary school music records which are available to students and faculty.

The college maintains an Audio-Visual Center as an aid to the general instructional program. The center is supplied with a variety of modern audio-visual equipment and classroom aids.

#### SUMMER SESSION

Since 1950 the college has offered a six-week summer session which has provided an educational program comparable to that of the regular

session, with some special emphasis given to the needs of teachers. A wide range of courses leading to the various degrees and credentials is offered in each of the divisions of instruction. The summer session is staffed by members of the regular college faculty, supplemented by a few outstanding instructors recruited from institutions throughout the country. In addition to the standard course offerings, many special instructional features are included in the summer session program, such as clinics in reading and speech, a conference of secondary school principals, seminars in citizenship education, and workshops in art. Some of these special educational features, such as the Aviation Education Workshop, extend over an instructional period in excess of the usual six-week session. During the 1954 Summer Session, 1,368 of the 2,567 students enrolled held a valid California teaching credential; 1,415 individuals were working for their first credentials or advanced credentials.

#### ADVISORY BOARD

Long Beach State is indeed fortunate that the communities of the Orange County and southern Los Angeles County area co-operate so extensively in the development of the college. The ideas and viewpoints of these communities are expressed through the members of the College Advisory Board, who serve as advisers to the president, the administration, and the faculty. Present members of the Board are Harry Buffum, president of Buffums' Department Stores, Long Beach and Santa Ana; D. W. Campbell, general manager of the Long Beach Chamber of Commerce; William S. Grant, businessman, Long Beach; John W. Hancock, president of the Hancock Oil Company, Long Beach; Clarence L. Smith, manager of the Central Milk Sales Agency, and secretary of the California State Dairymen's Committee, Downey; Walter B. Haverkorst, vice president, Bank of America, Long Beach; George P. Taubman, Jr., attorney, Long Beach; Lloyd S. Whaley, subdivider and builder, Long Beach; Ross A. Shafer, consultant in land and water problems, Tustin; Llewellyn Bixby, Jr., Bixby Land Company, Long Beach; and Lawrence A. Collins, Sr., editorial columnist, *Long Beach Independent*, Long Beach. H. F. Burmester, executive editor of the *Long Beach Press Telegram*, Long Beach, served 2½ years on the Advisory Board before resigning because of the pressure of personal business.

#### STUDENTS AND SOCIAL ACTIVITIES

As soon as a student registers at Long Beach State College he becomes a member of the Associated Students and its related organizations. With the Dean of Students and two associate deans of students acting as advisers, the elected officers of the student body initiate, plan, and direct student activities on the campus. The student body provides financial



support in whole or in part for the college newspaper (*Forty-niner*), the yearbook (*Prospector*), the literary magazine (*Hornspoon*), and the student handbook; for dramatics, debating, music activities, and social activities; and for intercollegiate and intramural athletics.

There are at present more than 25 special-interest clubs for students interested in art, play production, speech activities, international relations, geography, industrial arts, and other fields. In addition, there are several honorary and service organizations, national and local, devoted to the promotion, advancement, and recognition of service to the college. These organizations are both social and professional in nature and, in many instances, aid in the development of vocational interests. Also at Long Beach State College there are four social sororities—two national, two local; and four social fraternities—two national, two local.

Long Beach State College entered intercollegiate athletics one year after the college was founded, with a basketball team which won four games and lost fourteen. Basketball has had three seasons since the first, the most successful to date being the season of 1952-53 when twelve games were won and ten games lost. Golf, one of the oldest spring sports at the college, had its best season in 1953-54 when the team record was ten victories against five losses and a tie match. Tennis, also in its fourth season, established a record in competition last spring, with eleven wins and three losses. Track, field, and baseball teams were fielded for the first time during the 1953-54 academic year. A football team will be fielded for the first time next year. Long Beach State College does not yet belong to any of the athletic conferences nor has it had extensive facilities for sports. Field facilities were completed and turned over to the college late in the 1954 spring term, however; and these, with the first unit of the gymnasium which will be available during December, will make possible a great expansion in the intercollegiate athletic program.

#### A LOOK IN THE FUTURE

Acceptance of the college by the community has been one of the primary reasons for the success of the institution to date. Staff members have served as members of the boards of the Community Chest, the Boy Scouts, the Council of Churches, the Red Cross, and other community organizations. Most members of the faculty and administration serve as officers in their churches, service clubs, discussion groups, or professional organizations. During the 1953-54 academic year, more than 330 speeches were given by faculty and administration members before groups within the area served by the college. With the construction of more than \$6,000,000 in buildings under way, it is estimated that the college and its population are spending approximately \$7,000,000 each year in Long Beach and the surrounding communities.

With five years of service to southern California behind it, Long Beach State College looks forward to a bright future. In the years ahead the college will complete its \$20,000,000 building program; its student enrollment will increase to 7,000 or more persons; the college will become a major factor in the cultural activities of the community, will continue to train good teachers and expand its curriculum to meet the need for trained men and women in various occupational fields, and will fulfill the aims of a liberal arts college.

Helping to build the college of tomorrow will be the students, the faculty, the administration, and the community itself. An active alumni association, now small but vigorous, will expand and strengthen itself as more and more graduates leave the college. Traditions, now in the process of formulation, will help build a school spirit which will be equal to the school spirit of the student bodies of other colleges and universities.

The future of Long Beach State College is bright. A community speaks through its newspapers and the Long Beach *Press Telegram* has said that "a major center of higher education has been established here . . . a first-rate college facility"; the Long Beach *Independent* reports "that the degree will mean just as much as if it came from one of the great universities."

## SCHOOL DISTRICT ORGANIZATION AND ITS EFFECT ON SCHOOL FINANCES<sup>1</sup>

FRANK M. WRIGHT, *Associate Superintendent of Public Instruction; and Chief, Division of Public School Administration*

### THE DISTRICT PROBLEM

There is not a single educational program or situation in California which is not made more complicated and costly and less effective by the antiquated system of school district organization prevailing in the state today. The four general types of districts most commonly found throughout the state are elementary, union high school, junior college, and unified school districts. In addition to these four, there are union elementary, joint elementary, joint union elementary, joint union high school, city elementary, city high school, city junior college, city unified, and joint junior college districts. At one time there were over 4,000 school districts in California. By 1945 this number was reduced to 2,559. Since 1945 the State Commission on School Districts and, later, the State Board of Education through the Bureau of School District Organization, have conducted an intensive program of education and persuasion to effect better school district organization so that by 1953 the number of districts had been reduced to 1,917. Each year from 75 to 100 districts have gone out of existence. The work is continuing and comparable results are anticipated.

The regular elementary district is the basic district in California. The union high school law provided for bringing a number of elementary districts into a single high school district without affecting the existing structure of the elementary districts. Thus, separate administrations governed the educational program in a given area. Later, the junior college law provided that either a single high school district should comprise a junior college district or could be composed of a number of high school districts. This added still another administration to a given area.

At the present time there are in California many elementary school districts that are not in any high school district. This condition occurs in nine counties. High school pupils in such districts have the right to attend high school in the district of their choice, and the district of residence must pay the district of attendance for the service rendered. Attempts have been made from time to time to bring all elementary districts into either existing high school districts or to establish new high school districts or unified districts. These efforts have met with resistance on the part of interests which find it economically profitable to

<sup>1</sup> Address delivered at a meeting of the Western Governmental Research Association, Berkeley, California, September 24, 1954.

stay out of a high school organization. In 1953 the law was amended to provide for a high rental cost for the use of high school buildings and facilities in addition to current expense costs. This has had some noticeable effect toward "encouraging" non-high school territory to become a part of a high school district.

During past years there was a tendency for junior colleges to be established by and in connection with high school districts. In some instances this produced colleges strong enough and large enough to provide a well-balanced educational program at a reasonable cost, but many small junior colleges have been established by high school districts. Many of these became sizable as far as students are concerned through contracts with non-junior college areas. Junior colleges established in connection with high schools had to provide buildings from high school bond resources. Recent legislation has, for all practical purposes, blanketed such colleges in as junior college districts with a 5 percent bonding capacity for junior college purposes. Hereafter, no new junior colleges may be established except by approval of the State Board of Education and vote of the people. The criteria generally require that a proposed junior college district shall be of a regional nature, large enough, and with sufficient financial resources to guarantee a good program at a reasonable cost per pupil.

The law provides that whenever the boundaries of an elementary district and those of a high school district become coterminous the area shall automatically become a unified district. This has operated to form some very weak, ineffective unified districts. On the other hand, some excellent unified districts have resulted. At the present time there are 88 unified districts in California. There are 1,597 elementary districts of all types (including 7 suspended districts), and 236 high school districts. Of the elementary districts in 1952-53, 423 were one-teacher districts and 300 were two-teacher districts. It is believed that if a good system of unified districts were in existence today, not over 400 or 500 districts in total would be required.

#### DISTRICT ORGANIZATION AFFECTS FINANCING

The complicated, overlapping system of school district organization in existence today has made it necessary to have a complicated set of laws for administering the distribution of state school funds. It is necessary to have three separate foundation programs, one for elementary, one for high school, and one for junior college districts. Many districts do not cover sufficient area to bring within their boundaries both residence and employment wealth. These districts, generally called "bed-room" districts, are so low in local resources that it has been necessary to set up "alternate foundation programs" for elementary and high school districts.

Due to the large number of small elementary and high school districts, it has been necessary to provide for "small school foundation programs" in order to provide a decent education for children in small schools. These programs require a sizeable amount of additional funds to compensate for the high costs in small schools. The 1953 Legislature repealed the law which provided this additional assistance only for "necessary" schools. As a result of a series of studies being made by the Department of Education, this act may be re-enacted with some modifications and changes at the coming session of the Legislature.

Transportation costs for each of the four principal types of districts are partially reimbursed by the State. However, the law does provide a lower local participation for unified districts. Overlapping and small districts inevitably cause duplication in transportation with the attendant cost. It is not uncommon to find busses from two or more districts traveling along the same road collecting children.

California is spending millions of dollars for new school buildings which must be made to last their full expectancy. Failure by district administrations to provide adequate care and upkeep can dissipate these valuable assets prematurely. Current district organization necessitates a high cost per pupil for adequate maintenance or, what may be even worse, maintenance is neglected entirely due to the prohibitive cost or lack of interest on the part of the administration.

Under the present school district organization there are many districts which have very low assessed valuations per pupil, while adjacent districts may have extremely high valuations per pupil. If these were combined into a single administrative unit, the state funds currently available could perform a far better service for all districts than is possible today.

The Constitutional guarantee of basic aid requires thousands of dollars to be distributed to districts which have local ability to meet a larger share of their costs. Better district organization could go a long way toward improving state equalization aid to the districts of California.

In many areas there are three separate tax levies for maintenance and operation and possibly three separate tax levies for bonds on the same property. These are required for the elementary, high school, and junior college district administrations. This creates the necessity for three separate systems of accounting in district, county, and state offices. This also gives rise to extreme competition between the respective levels for tax rate increases or the issuance of bonds. It tends to develop misunderstandings between school administrations and the general public who are called upon to make the decisions. Reasonable flexibility in operating an educational program for the people is impossible when educational finance is "compartmentalized" into the three levels. If funds were made available for the single purpose of providing

education on all levels to a single administration, the cost of administering the program would be materially reduced.

The law now provides that a unified district comprising either two or three levels may have either a 10 or 15 per cent bonding capacity to be used for the construction of buildings on any level. This gives flexibility and opportunity for a governing board to provide housing facilities and other capital outlay expenditures where the need actually exists. The benefits accruing from a single fiscal administration are too numerous to mention at this time, but they are well known to all persons who are familiar with the problem.

There is little evidence to show that a system of unified districts would result in any sizable reduction in expenditure of funds, either for current operation or for buildings. The benefits are largely in other areas. There will always be isolated or necessary attendance centers which must be continued, but there is no logical reason for such areas being separate administrative units. Several of the rural county areas would be far better off, both educationally and financially, if they were administered as a single administrative county unit for elementary and high school purposes.

The county superintendents of schools expend about nine million dollars annually from the State School Fund, largely for the benefit of small districts. This program is a worthy one and should be continued, but it should not be continued for the purpose of providing a better program for poorly organized and administered districts. This problem is currently under survey study by the Department of Education, and there will be proposals looking toward making it less attractive for small areas to continue to maintain poorly organized districts.

Under its dual system of school administration, California trains and develops many young administrators in the elementary and secondary levels. The result is that these people have a background and experience limited to one level. Governing boards in the larger unified districts or administrators in chartered city school systems involving both elementary and high school districts are unwilling to employ people with this limited background. So, many of the more important top administrative positions are being filled by people coming from outside the State of California. Loss to the state occurs due to the fact that in many instances these people are unfamiliar with California laws, finances, and other conditions peculiar to any individual state.

Only in well-organized districts of sufficient size and wealth can there be an adequate staff of professional personnel. A good business administration results in economy and efficiency. Trained personnel in building problems produce good buildings with a high utilization value and at a reasonable cost. Trained personnel in other areas are equally effective.



### EFFECT ON INSTRUCTIONAL PROGRAM

Small districts find it difficult to provide adequate instructional aids. Ungraded rooms continue to exist, when through better organization much consolidation could take place. Adequate supervision is impossible and teacher aid and in-service help cannot be provided by small administrative units.

Likely one of the greatest losses results from separate educational policies existing between the elementary and high school levels. Even with the finest co-operation between administrations there cannot be a unified policy from kindergarten to the twelfth grade, except it be from a unified administration.

### PROGRESS BEING MADE

The State Commission on School Districts performed a valuable service during its period of existence. It is true that not very many unified districts were formed during that period, but the discussions, study, and in some areas very decided unrest, made people conscious that the current plan of district organization was far from perfect. The State Board of Education, acting through the Bureau of School District Organization, has carried on the program with a fair degree of success.

The County Committees on School District Organization more and more are studying their own district problems. About 40 committees are meeting regularly throughout the state. Four counties have a county unified district organization at the present time.

School building approval is given by the Department of Education only for acceptable attendance areas. Consequently, many districts have joined together to build a single school where formerly there were two to four or more separate schools and administrative areas. Every encouragement has been given to develop better attendance centers as a middle step toward unification.

The last apportionment law increased financial incentives for the formation of acceptable unified districts. Foundations programs are increased for the first years of existence. Costs of added transportation equipment and current expense of operation resulting from unification are paid by the state.

Small high schools can no longer be established except through recommendation of the local county committees to the State Board of Education, and approval by the State Board. Extra benefits for any small high school which may be established are available only upon approval of the Superintendent of Public Instruction.

Legislation which kept the component district parts of union elementary districts in existence as separate districts for state basic aid benefits has virtually been abolished.

It is believed that legislation should be proposed which would materially reduce duplicate financial benefits to small districts. The savings effected could be used to improve the financial incentives to establish better administrative units.

It is believed that a deadline should be established for all elementary and high school districts to become unified. After that date, all territory not so organized would be a separate unified area under the county superintendent, or if the area were inadequate it should be attached to an adjacent unified district or districts by the State Board of Education.

California is paying a heavy price for its present system of overlapping, complicated, ineffective school districts. It cannot continue to pay this price indefinitely. The system is costing not only dollars, both directly and indirectly, but is wasting vast potential benefits which are now denied the boys and girls of our state. Schools exist for the education of our children. Let's do the best job we can with the resources available.

## A REVIEW OF THE PROGRAM OF AUTOMOBILE DRIVER EDUCATION AND AUTOMOBILE DRIVER TRAINING IN CALIFORNIA PUBLIC HIGH SCHOOLS, 1951-52, 1952-53, AND 1953-54

M. E. MUSHLITZ, *Consultant in Secondary Education*

The public secondary schools of California have long recognized the importance of teaching safety. The ever-increasing volume of automobile traffic on streets and highways makes traffic safety more and more important as a component of the program of school studies. To help solve the social and civic problems caused by the operation of motor vehicles by incompetent or irresponsible drivers, or drivers who have not learned the precautions needed to compensate for "accident proneness," presents a challenge to the schools which is great and urgent. Co-operative planning by educational, engineering, and enforcement agencies demands co-ordination on the state, county, and local levels to achieve effective results. This planning together by public and private agencies and civic groups is indispensable if unnecessary hazards are to be reduced.

According to statistics gathered by the California Highway Patrol, 3,371 lives were lost last year through traffic accidents in California. Estimates by the National Safety Council indicate that for each person killed in traffic, the sum total of economic loss is \$95,000. On that basis, the economic loss through traffic accidents in California last year amounted to more than \$320,000,000.

The concern of the people with this problem has been reflected in the attitude of the State Legislature. As early as 1929 there was enacted into law a provision that the elementary and secondary schools of the state must give instruction in public safety and accident prevention "primarily devoted to avoidance of the hazards upon streets and highways." The Legislature has continued to be concerned and active in promotion of education for traffic safety. In 1947 it made mandatory the giving of classroom instruction in automobile driver education to each senior or four-year high school student before graduation. This requirement was not expressed in terms of semester periods or number of class hours, but it specified that sufficient instruction be given to develop "a knowledge of those provisions of the Vehicle Code and other laws of this State relating to the operation of motor vehicles, a proper acceptance of personal responsibility in traffic and a true appreciation of the causes, seriousness and consequences of traffic accidents." This legislation also directed the State Board of Education to develop

rules and regulations governing the establishment, conduct, and scope of automobile driver education and automobile driver training.<sup>1</sup>

Although automobile driver training (behind the wheel) has not yet been made mandatory, the California Legislature of 1953 recognized the importance of this phase of the program and also its high cost. Additional allotments of state funds were made available to high school districts giving this instruction in accordance with the rules and regulations adopted by the State Board of Education.<sup>2</sup>

National studies have at various times shown that at least 30 class hours of instruction are needed to do even a minimum job in driver education. Likewise a minimum of six class hours of instruction behind the wheel is needed for automobile driver training.

In 1949, at Jackson's Mill, West Virginia, the first National Conference on High-School Driver Education was held. It was conducted by the National Commission on Safety Education of the National Education Association and sponsored by seven organizations.<sup>3</sup> This conference produced the bulletin, *High-School Driver Education—Policies and Recommendations*.<sup>4</sup> The conference recommended a minimum of 30 hours of classroom instruction and a minimum of six hours per student for actual driving, exclusive of the time spent in the training car as an observer.<sup>5</sup>

The second National Conference on Driver Education, conducted and sponsored by the same organizations as the first conference, was held at Michigan State College in November, 1953. In making its recommendations, this conference reaffirmed its 1949 convictions regarding the minimum amount of classroom instruction needed and raised the minimum time of driving practice to eight hours.<sup>6</sup> Both conferences went on record as convinced that three hours or less of driving practice is too small an amount and is in fact more dangerous than none.

In 1953 the California State Board of Education adopted regulations<sup>7</sup> establishing a minimum requirement of 30 class hours of instruction in

<sup>1</sup> Chapter 1271, Statutes of 1947, added Article 11 (Sections 10200 to 10245) to Chapter 1, Division 5, of the Education Code. In this and subsequent legislation the instruction was referred to in terms defined as follows: "The term 'driver education' is . . . applied to the classroom work which precedes or accompanies actual road instruction. Road instruction behind the wheel of a motor car is designated 'driver training.'"—*Safety Education*, Eighteenth Yearbook the American Association of School Administrators, Washington, D. C., 1940, p. 135.

<sup>2</sup> Chapter 1877, Statutes of 1953, known as the "Stanley Driver Education and Driver Training Law," amended Section 10202 and added Sections 10205 to 10211, inclusive, to the Education Code.

<sup>3</sup> The sponsors were the National Council of Chief State School Officers, the National Commission on Safety Education of the National Education Association, and the following N.E.A. departments: American Association of Colleges for Teacher Education; American Association for health, Physical Education, and Recreation; American Association of School Administrators; Department of Rural Education; and National Association of Secondary-School Principals.

<sup>4</sup> *High-School Driver Education—Policies and Recommendations*. Washington 6; National Commission on Safety Education of the National Education Association (1201 Sixteenth Street, N.W.), 1950.

<sup>5</sup> *Ibid.*, p. 32.

<sup>6</sup> *Policies and Practices for Driver Education*, a report of the second National Conference on Driver Education, to be published by the National Education Association. In press, September, 1954.

<sup>7</sup> California Administrative Code, Title 5, Education, Sections 171-78.

automobile driver education, with the additional stipulation that if actual driving practice is provided, at least 6 class hours must be required of students enrolled in that subject, plus from 6 to 18 class hours for each student as an observer in the training car. Even before these regulations were adopted, many schools had already attained or exceeded these minimums.

#### AUTOMOBILE DRIVER EDUCATION

Data collected by the Department of Education for the years 1951-52 to 1953-54 from all high schools (junior high schools, four-year high schools, and senior high schools), show trends in grade placement of driver education, in number of hours of instruction offered, and in frequency with which the subject is scheduled as a separate course or as a unit of instruction in various other subjects. When measured in terms of the amount of time required for this instruction and the number of students involved, this program appears as an important part of the total program of high school studies. Table 1 shows the number of students enrolled in automobile driver education classes during the

TABLE 1

NUMBER OF STUDENTS IN CALIFORNIA PUBLIC HIGH SCHOOLS WHO RECEIVED INSTRUCTION IN AUTOMOBILE DRIVER EDUCATION, AND NUMBER OF SCHOOLS OFFERING THIS INSTRUCTION AS A SEPARATE COURSE OR IN CONNECTION WITH OTHER SPECIFIC SUBJECTS, 1951-52, 1952-53, AND 1953-54

	1951-52	1952-53	1953-54
Number of students receiving instruction in automobile driver education.....	113,688	97,136	121,462
Number of schools giving a separate course in driver education....	151	126	139
Number of schools giving this instruction in connection with courses in			
Social Studies.....	265	258	220
Science.....	60	46	36
English.....	45	31	6
Business.....	....	....	1
Mathematics.....	1	2	1
Physical Education.....	4	10	1
Miscellaneous.....	17	26	16

three years reviewed, the number of schools giving a separate course in this subject, and the number giving it as a unit of other courses.

The number of students instructed in each of the three years was fairly constant in the schools that offered the instruction each year, but in the compilation of totals for the state the trends were somewhat obscured by the fact that some schools in smaller districts gave this instruction in alternate years, and again, in order to "catch up" with the program, other schools gave the instruction in more than one grade at a time, or offered separate courses as well as units of the subject in combination with one or more other subjects. Also, in school districts where the subject was taught in junior high schools, it was not usually taught also in the senior high schools.

Units in automobile driver education, when given in connection with other subjects, were more frequently offered with social studies courses than with courses in any other subject. Science and English courses were next in order of frequency of mention as including units in automobile driver education.

Table 2 indicates how the schools reported the grade placement of this subject during the school years 1951-52 to 1953-54.

**TABLE 2**  
**GRADE PLACEMENT OF AUTOMOBILE DRIVER EDUCATION IN CALIFORNIA PUBLIC HIGH SCHOOLS, 1951-52, 1952-53, AND 1953-54**

Grade placement	Number of schools		
	1951-52	1952-53	1953-54
Grade 9 only.....	147	137	131
Grade 10 only.....	187	170	219
Grade 11 only.....	17	15	13
Grade 12 only.....	36	26	16
Grades 9 and 10.....	3	8	8
Grades 9 and 11.....	1	1	....
Grades 9 and 12.....	18	12	15
Grades 9, 10 and 11.....	1	2	....
Grades 9, 10, 11 and 12.....	10	2	....
Grades 10, 11 and 12.....	19	45	19
Grades 10 and 11.....	6	7	7
Grades 11 and 12.....	12	10	6
Grades 10 and 12.....	9	7	7
Grades 9, 10 and 12.....	2	....	....
Grades 9, 11 and 12.....	1	1	....
Ungraded.....	1	1	....



For practical purposes, the best grade placement of a subject in the curriculum is at the point closest to the time when it can be used by the student in life activities. Since the minimum legal driving age for most California youth is 16 years, the Department of Education has recommended that driving instruction be provided in grade 10 or at the beginning of grade 11.

Table 2 shows consistently throughout the three years reviewed that more schools gave automobile driver education in grade 10 than in any other grade or combination of grades; that fewer schools are offering this subject above grade 10; and the spread of this instruction throughout two or more grades is decreasing. The offering of automobile driver education by some schools in grade 12 as well as in a lower grade indicates that provision has been made for instructing students transferred from other districts where they did not receive the required instruction in a lower grade.

As stated previously, it was not until 1953 that the State Board of Education adopted a minimum of 30 class hours as the requirement for instruction in automobile driver education. Although most schools previously had met or exceeded this minimum, some schools did not meet it until 1953-54. Table 3 indicates how the schools reported the number of class hours devoted to this instruction over the three-year period.

**TABLE 3**  
**DISTRIBUTION OF CALIFORNIA PUBLIC HIGH SCHOOLS**  
**OFFERING COURSES IN AUTOMOBILE DRIVER EDUCA-**  
**TION ACCORDING TO NUMBER OF CLASS HOURS**  
**SCHEDULED, 1951-52, 1952-53, AND 1953-54**

Number of class hours	Number of high schools		
	1951-52	1952-53	1953-54
1 to 4.....	2	2	....
5 to 9.....	3	7	....
10 to 14.....	21	3	....
15 to 19.....	25	22	1
20 to 24.....	24	9	....
25 to 29.....	16	13	....
<b>30.....</b>	<b>164</b>	<b>200</b>	<b>238</b>
31 to 40.....	29	18	36
41 to 50.....	122	69	105
51 to 70.....	19	66	21
70 and over.....	48	45	38

During the school year 1951-52, approximately 19 per cent of the high schools reported that they gave less than 30 class hours of this instruction. In 1952-53 this proportion was less than 13 per cent. The column for 1953-54, which lists only one school offering less than 30 hours of automobile driver education, shows the effect of the action of the State Board of Education in setting the required minimum of instruction in this subject at 30 class hours.<sup>1</sup>

It may be concluded from this review that the program of automobile driver education in California is becoming stabilized in many respects: placement of the subject in grade 10, rather than in earlier or later grades, was more frequent in 1953-54 than in previous years; social studies departments are accepting responsibility for this instruction more often than other departments; and many schools are beginning to offer automobile driver education as a separate course for a full semester.

#### AUTOMOBILE DRIVER TRAINING

Automobile driver training is that part of the program of driver instruction which provides for behind-the-wheel application of information acquired in the classroom. Most authorities agree that no program of automobile driver instruction is complete unless the student has received instruction both in the classroom and behind the wheel.

Automobile driver training is expensive to administer because the size of the classes is necessarily small, since the training car normally carries no more than four pupils at a time in addition to the instructor. As already stated, the 1953 Legislature recognized both the need for and the high cost of this instruction and granted additional amounts from state funds to those high school districts that gave automobile driver training in accordance with the regulations of the State Board of Education. These regulations, effective August 13, 1953, required school districts offering automobile driver training to provide for each student a minimum of 6 class hours of driving practice in addition to 6 to 18 hours as an observer in the training car.<sup>2</sup>

Table 4 presents data reported for a three-year period concerning the number of schools offering this behind-the-wheel instruction, whether as a separate course or in combination with some other course, and the number of students receiving this instruction.

The number of students receiving automobile driver training is shown in Table 4 to be fairly constant over the three-year period, but far less than the number receiving automobile driver education during the same period. Many schools have reported that they plan to offer or to

<sup>1</sup> The State Department of Education granted to one high school for the 1953-54 school year an exemption from the minimum requirement of 30 class-hours in automobile driver education because the necessary curriculum reorganization would have worked an extreme hardship upon this school.

<sup>2</sup> California Administrative Code, Title 5, Section 174.

**TABLE 4**  
**NUMBER OF CALIFORNIA HIGH SCHOOLS OFFERING**  
**AUTOMOBILE DRIVER TRAINING AND NUMBER OF STU-**  
**DENTS RECEIVING THIS INSTRUCTION, 1951-52, 1952-53,**  
**AND 1953-54**

	1951-52	1952-53	1953-54
Number of schools offering driver training (behind the wheel), as a separate course.....	23	84	158
Number of schools offering driver training as a unit in some other course.....	159	76	57
Number of schools offering driver training during lunch hour, after school, or in students free periods during school day, rather than as a separate course or unit of another course.....	....	20	....
Total number of schools offering driver training.....	182	180	215
Number of students receiving driver training.....	28,634	22,925	27,132

extend their present offering of behind-the-wheel training in the near future, since state aid is now given toward the expense of such a program. Noteworthy also are the increase in the number of separate courses offered in driver training and the decrease in the number of courses which combine this training with some other subject.

Table 5 indicates the number of class hours provided per student in automobile driver training over a three-year-period—1951-52 to 1953-54.

The data for 1953-54 reflect the stabilizing results of the action of the State Board of Education in 1953 which set a minimum requirement of six class hours per student in automobile driver training. It is noteworthy that during 1953-54, 215 high schools met or exceeded this minimum in comparison with 85 in 1952-53 and 82 in 1951-52.

Potentially, this part of the automobile driver instruction program may become almost as large as automobile driver education in the classroom, and an evaluation of its worth may soon be possible in terms of reduced numbers of automobile accidents.

TABLE 5

DISTRIBUTION OF CALIFORNIA PUBLIC HIGH SCHOOLS  
OFFERING AUTOMOBILE DRIVER TRAINING ACCORD-  
ING TO NUMBER OF HOURS SCHEDULED, 1951-52,  
1952-53, AND 1953-54

Number of class hours	Number of schools		
	1951-52	1952-53	1953-54
1.....	3	2	....
1 to 2.....	7	7	....
2 to 3.....	29	20	....
3 to 4.....	20	25	....
4 to 5.....	16	20	....
5 to 6.....	25	21	....
6.....	17	14	189
Over 6.....	65	71	26
Total.....	182	180	215

# DEPARTMENTAL COMMUNICATIONS

## OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

### ADOPTION OF REGULATION BY SUPERINTENDENT OF PUBLIC INSTRUCTION

*Allowances for Pupil Transportation.* The Superintendent of Public Instruction added Sections 1274.1, 1274.2, and 1275.1 to Article 1, repealed Section 1297 and added Sections 1297, 1298, 1299, and 1299.1 to Article 4, and amended Sections 1295 and 1302 of Subchapter 5.5, Chapter 1, Title 5 of the California Administrative Code. These regulations were adopted under authority of Education Code Section 7013, and, with respect to Section 1297 of Title 5, under the additional authority of Education Code Sections 16271.2 and 16271.5, and became effective November 25, 1954.

NOTE: Revised pages of Title 5, California Administrative Code, showing the changes resulting from the foregoing action of the Superintendent of Public Instruction, will be made available as reprints from California Administrative Register 54, No. 23, dated October 30, 1954, for distribution to holders of the departmental edition of Title 5. Single copies of a preliminary mimeographed edition of the new text may be secured in advance of printing upon request to the Division of Public School Administration, California State Department of Education, Sacramento 14, California.

## DIVISION OF INSTRUCTION

JAY D. CONNER, *Chief*

### CONSERVATION AS A TEACHING MAJOR

The Conservation Education Committee of the State Department of Education wishes to call the attention of teacher-education institutions and candidates for secondary credentials to the fact that conservation of natural resources is an accepted teaching field for election in partial fulfillment of the requirements for the general secondary credential.<sup>1</sup>

The minimum requirement for a teaching major in the conservation of natural resources consists of 36 semester units, including courses in life science or biology and additional preparation in one or more of the following fields: forestry, land management, water development and use, geology, wildlife management, and related fields. Twelve semester hours of the work for the major must be of upper division or graduate level. The minimum requirement for a teaching minor is 20 semester units.

<sup>1</sup> California Administrative Code, Title 5, Education, Section 241(e)(11), effective May 29, 1952.

**DIVISION OF PUBLIC SCHOOL ADMINISTRATION**RONALD W. COX, *Assistant Division Chief***A PROBLEM OF SAFETY**

The State Department of Education has received from the Public Utilities Commission of the State of California an appeal for assistance in eliminating the threat of injury to passengers and crew members from objects thoughtlessly or maliciously fired or thrown at moving trains and busses by children of school age. Since school people have close and frequent contact with youth, the Commission hopes that they can co-operate in identifying the offenders, warning them that such conduct constitutes a felony, and influencing them to discontinue actions that can result in tragic damage. The letter from the Public Utilities Commission follows.

. . . The [Public Utilities] Commission has in its files records of numerous instances in which children of school age were involved in shooting rifles and throwing rocks and other articles at moving railroad passenger and freight trains.

These acts have resulted in a rather large number of serious personal injuries both to passengers and train service employees. For instance, recently a boy threw a rock at a freight train and flying glass from a broken caboose window severely injured the eyes of a brakeman. Fortunately, an eye specialist was able to prevent permanent impairment of this man's vision. A railroad fireman was not so fortunate when a boy of high school age fired a rifle bullet at a moving engine striking him in the head and causing his death. These are just two outstanding examples. We have almost daily reports of occurrences where train windows are broken and either passengers or employees are cut by flying glass, even though the Penal Code provides for felony prosecution in such cases. These illegal acts are not confined to railroad trains alone. Many such instances have occurred in connection with the operations of street railways and bus lines.

The carriers have been making strenuous efforts through their special agents to alleviate the situation. They have gone to considerable expense to install shatterproof glass on passenger and freight train equipment for the protection of the traveling public and employees. Presently they are considering the placing of wire mesh on the outside of caboose windows to be pulled into place when going through populated territory where trouble has developed. To date these measures have not completely solved the problem.

It is our thought that you might be able to assist by calling this situation to the attention of your District Superintendents of Schools in order that they may impress upon their student bodies and P.T.A. groups the seriousness of these thoughtless acts and ask them to take appropriate action to eliminate such occurrences.

Your kind co-operation in this matter will be greatly appreciated.

Yours very truly,

PUBLIC UTILITIES COMMISSION, STATE OF CALIFORNIA

(Signed) By R. J. PAJALICH, *Secretary*



## BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

## ADDITIONS TO STATE LIST OF HIGH SCHOOL TEXTBOOKS

## NEW BOOKS

The following books have been added to the official state list of high school textbooks since publication of the October, 1954, issue of *California Schools*.

BUSINESS		Prices	
		New	Exchange
Business English and Correspondence			
Monro, <i>A Workbook Course in Business English</i> , second edition (1954) .....	Gregg	\$2.20	\$2.15
DRIVER EDUCATION			
<i>Man and the Motor Car</i> , fifth edition (1954), prepared by The Center for Safety Education, New York University .....	Prentice	2.37	2.31
ENGLISH			
Dramatics			
Barnes & Sutcliffe, <i>On Stage, Everyone</i> (1954) .....	Macmillan	2.54	2.50
Composition, Grammar, and Rhetoric			
Gray & Others, <i>English in Practice</i> , Book 4 [grade 12] (1954) .....	McCormick	.75	-----
Wolfe & Others, <i>Enjoying English</i> , second edition .....	Singer		
[Grade 7] (1953) .....		1.82	1.77
[Grade 8] (1953) .....		1.89	1.84
[Grade 9] (1954) .....		2.24	2.14
Speech and Public Speaking			
Painter, <i>Ease in Speech</i> , third edition (1954) .....	Heath	2.40	2.34
FRENCH			
Bovee & Carnahan, <i>Lettres de Paris</i> (1954) .....	Heath	2.08	2.03
HEALTH			
O'Keefe & Others, Winston Health Series (1954) .....	Winston		
<i>Adventures in Living</i> .....		2.30	2.24
<i>Wider Horizons</i> .....		2.30	2.24
SOCIAL STUDIES			
Civics and Citizenship			
Edmonson, Dondineau & Letton, <i>Civics for Youth</i> , revised edition (1954) .....	Macmillan	1.98	1.93
General			
Hughes & Pullen, <i>Western Lands: A Fusion Text</i> <i>in Social Studies</i> (1954) .....	Allyn	3.26	3.18
Roth & Hogg, <i>Your World and You</i> (1954) .....	Laidlaw	2.88	2.70
History—United States			
McGuire & Portwood, <i>Our Free Nation</i> (1954) .....	Macmillan	3.36	3.28
West, <i>Story of Our Country</i> (1954) .....	Allyn	3.16	3.08

## VOCATIONAL AND TECHNOLOGICAL TRAINING AND INDUSTRIAL ARTS

		New	Prices Exchange
Blueprint Reading			
Coover, <i>Industrial Arts Drawing and Blueprint Reading</i> [abridged edition of <i>Drawing, Sketching, and Blueprint Reading</i> ] (1954).....			
	McGraw	\$1.76	-----
Mechanical and Engineering Drawing			
Coover, <i>Industrial Arts Drawing and Blueprint Reading</i> [abridged edition of <i>Drawing, Sketching, and Blueprint Reading</i> ] (1954).....			
	McGraw	1.76	-----

## REVISED EDITIONS

The following revised editions have been placed on the official state list of high school textbooks since publication of the October, 1954, issue of *California Schools*, to replace editions previously listed.

## MATHEMATICS

## Algebra

Aiken & Henderson, <i>Algebra: Its Big Ideas and Basic Skills</i> (1954).....			
	McGraw		
Book I .....		2.27	-----
Book II .....		2.27	-----

## SOCIAL STUDIES

## Civics and Citizenship

Manning, <i>The American's Government</i> , revised (1952).....	Wheeler	2.40	\$2.25
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## Geography

Atwood & Thomas, <i>The Growth of Nations</i> (1954).....	Ginn	2.88	2.81
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## VOCATIONAL AND TECHNOLOGICAL TRAINING AND INDUSTRIAL ARTS

## Automotive Mechanics

Kuns, <i>Automotive Service</i> , Volume II, revised edition (1953) .....	Bruce	4.16	3.47
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## Welding

Stieri, <i>Basic Welding Principles</i> (1953).....	Prentice	3.44	3.35
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## FOR YOUR INFORMATION

### STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular quarterly meeting held in San Francisco, October 14 and 15, 1954.

#### *Appointment of Advisory Board Members for State Colleges*

In accordance with Education Code Sections 20361-20368, the Board confirmed the appointment or reappointment by Director of Education Roy E. Simpson of members of the advisory boards of eight of the state colleges, to serve for terms ending September 30, 1958.

##### CHICO STATE COLLEGE ADVISORY BOARD

Joseph M. Glick, 616 South Street, Corning  
Theodore Meriam, c/o M. Oser and Company, Chico  
Harold Sedgwick, 1363 Myers Street, Oroville

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William G. Dufflock, Secretary-Manager, El Centro Chamber of Commerce, El Centro  
Burnett C. Wohlford, Star Route, Box 825, Escondido

##### SAN FRANCISCO STATE COLLEGE ADVISORY BOARD

Charles L. Wheeler, Executive Vice President, Pope and Talbot, Inc., 320 California Street, San Francisco  
Honorable Albert C. Wollenberg, Judge of the Superior Court, City Hall, San Francisco

##### SAN JOSE STATE COLLEGE ADVISORY BOARD

Lawrence A. Appleton, Appleton and Company, San Jose  
Fred J. Oehler, American Trust Company, San Jose

#### *Approval of Proposals for Reorganization of School Districts*

In accordance with the provisions of Chapter 16 of Division 2 of the Education Code (Sections 4871 to 4991) and the recommendations of the Division of Public School Administration, the Board approved the

following proposals of two county committees of school district organization, as transmitted through the Bureau of School District Organization:

*Formation of a union elementary school district in El Dorado County*—A proposal by the augmented El Dorado County Committee on School District Organization that an election be held to form a union elementary school district consisting of the present Oak Hill, Pleasant Valley, Ringgold, and Summit districts.

*Formation of a union elementary school district in Madera County*—A proposal by the augmented Madera County Committee on School District Organization that an election be held to form a union elementary school district consisting of the present Fresno, Hawkins, and Manzanita districts.

#### *Revocation of Credentials for Public School Service*

The Board revoked the credentials, life diplomas, and other documents for public school service previously issued to the following persons, by authority of the Education Code Sections indicated, effective on the dates shown:

Name	Revocation effective	By authority of Education Code Section
Adams, Joseph John	October 1, 1954	12754
Diamond, Lee	October 14, 1954	12752
Dillman, John Edwin	August 17, 1954	12754
Flathers, David Clifford	August 12, 1954	12754
Hamilton, Thomas	October 14, 1954	12756
Jiminez, Albert Leo	October 14, 1954	12756
Klievenstein, Beatrice Jean	August 9, 1954	12754
Marko, George Alexander	October 14, 1954	12756
Noonan, Everett Leon	October 14, 1954	12756
Roach, John Aloysius	September 17, 1954	12754
Ruh, Frederick Williams	October 14, 1954	12752
Teegarden, Chester Owen	October 14, 1954	12752
Wahlbrecht, Hubert Osten	October 14, 1954	12756

#### **FORD FOUNDATION FELLOWSHIP COMPETITION FOR 1955-56**

The Ford Foundation has announced the opening of its Foreign Study and Research Fellowship competition for the academic year 1955-56. The awards, which will be made in April and May, 1955, are for study and research dealing with three areas: Africa, Asia and the Near East, and Soviet Russian and Eastern Europe. The purpose of the awards is to increase the number of Americans professionally competent to interpret the cultures, histories and current problems of these foreign areas.

This is the fourth series of fellowships offered under the Foundation's Foreign Study and Research Fellowship Program since it was initiated in 1952. In the three previous years fellowships were awarded to a total of 313 young men and women, enabling them to begin or continue research and training pertaining to foreign countries.

The fellowships, covering from one to three years of post-graduate work either in the United States or abroad, are designed to provide training for persons at a variety of academic and professional levels.

Students just beginning their graduate work may apply, as well as advanced scholars. A limited number of awards will be made to persons of recognized competence outside of academic fields.

The present competition is open to United States citizens and to aliens permanently residing in the United States who can give substantial evidence of their intention to become citizens. Applicants should not ordinarily be over 40 years of age, and age limits of 30 and 35 apply to certain of the Soviet and East European Area fellowships.

Details and application forms may be obtained from The Ford Foundation, Foreign Study and Research Fellowship Program, 477 Madison Avenue, New York 22, New York. The deadline for filing applications is January 7, 1955.

### NATIONAL CONFERENCE OF SCIENCE TEACHERS

Techniques by means of which high school science teachers can keep their pupils abreast of today's speeding developments will be the focus of attention at the regional conference of the National Science Teachers Association to be held in Berkeley in December.

The conference is scheduled from December 27 to 29 on the campus of the University of California in conjunction with the one hundred twenty-first meeting of the American Association for the Advancement of Science, with which group the science teachers are affiliated.

Robert Stollberg, of San Francisco State College, president-elect of the N.S.T.A., as program chairman of the conference has scheduled meetings that will emphasize the idea that science education begins in the kindergarten and continues through college. Assisting Dr. Stollberg is an action committee of nearly one hundred science teachers. Local chairman of the conference is Eugene Roberts of San Francisco Public Schools, and in charge of information is Walter C. Schmidt of Lincoln High School, to whom inquiries may be addressed at 2027 19th Avenue, San Francisco 16.

In addition to professional teaching techniques, the conference will feature practical presentations of today's scientific advances, with a special discussion of "Practical Power from the Atom" by Darol Froman, of Los Alamos Scientific Laboratory, New Mexico.

### CONVENTION OF STATE FEDERATION OF TEACHERS

The California State Federation of Teachers will hold its 1954 annual convention in Sacramento, December 27 to 29. Delegates will attend from 23 organizations affiliated with the federation. Three local organizations—in Sacramento, North Sacramento, and Roseville—are in charge of arrangements. Inquiries regarding the program may be addressed to Herbert Copeland, at 2925 Twenty-seventh Street, Sacramento.

### NEW PUBLICATION ANNOUNCED BY EDUCATIONAL POLICIES COMMISSION

The Educational Policies Commission, an agency created jointly in 1935 by the National Education Association and the American Association of School Administrators, has announced January 10, 1955, as the publication date of its newest volume, entitled *Public Education and the Future of America*.

The volume tells the story of public education in America, of the dream of universal public education and of the struggle for its fulfillment; it compares the 1950's with two earlier eras of decision for public education—eras of heightened concern, controversy, and creativeness; it describes what public education has meant to the American people and what its future role must be to keep America strong and free.

*Public Education and the Future of America* is a book of 104 pages, richly illustrated, printed in two colors. The price will be \$1.50 for paper-bound copies. A prepublication price of \$1.25 will be allowed on orders received *before January 10*, and discounts are applicable on orders in quantity at either price. Orders should be addressed to Educational Policies Commission, National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.



# PROFESSIONAL LITERATURE

## PUBLICATIONS RECEIVED

- Adult Education Towards Social and Political Responsibility.* International Conference held September 8-13, 1952. Institute for Education Publications No. 1. Edited by Frank W. Jessup. Hamburg, Germany: Institute for Education, United Nations Educational, Scientific and Cultural Organization, 1953. Pp. 144.
- THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION. *Seventh Yearbook, 1954.* Oneonta, N.Y.: The American Association of Colleges for Teacher Education (Edward C. Pomeroy, Secretary-Treasurer, 11 Elm St.), 1954. Pp. 226. \$1.50.
- Art and Human Values.* Fourth Yearbook of the National Art Education Association, 1953. Ernest Ziegfeld, editor. Kutztown, Pennsylvania: State Teachers College, 1953. Pp. x + 122.
- BARUCH, DOROTHY W. *How to Live with Your Teen-ager.* New York 36: McGraw-Hill Book Co. (330 W. 42nd St.), 1953. Pp. xii + 262.
- Beginning Jobs for Young Workers.* A Series of 12 Charts Giving Basic Facts on 72 Entry Jobs for Young Workers. Adapted from *Job Guide for Young Workers*, published by U. S. Employment Service, U. S. Department of Labor, 1954. Washington 9: B'nai B'rith Vocational Service Bureau (1761 R St., N.W.), 1954.
- BURNETT, WILL. *Teaching Science in the Elementary School.* New York 16: Rinehart & Co., 1953. Pp. xvi + 542.
- CARROLL, JOHN B. *The Study of Language: A Survey of Linguistics and Related Disciplines in America.* Cambridge, Mass.: Harvard University Press, 1953. Pp. xii + 290.
- CLARK, JOHN R., and EADS, LAURA K. *Guiding Arithmetic Learning.* Yonkers-on-Hudson 5, N.Y.: World Book Company (313 Park Hill Ave.), 1954. Pp. 282.
- Compulsory Education in New Zealand.* Prepared by New Zealand National Commission for UNESCO. Studies on Compulsory Education, No. 10. Paris, France: United Nations Educational, Scientific and Cultural Organization, 1952. Pp. 130.
- Conferences on Drug Addiction Among Adolescents.* Prepared by Committee on Public Health Relations, New York Academy of Medicine. Philadelphia 5: The Blakiston Co. (1012 Walnut St.), 1953. Pp. xvi + 320.
- DALE, EDGAR. *Audio-visual Methods in Teaching.* New York 19: The Dryden Press (31 West 54th St.), 1954 (revised edition). Pp. x + 534.
- GLENNON, VINCENT J., with Catherine Stock and Students. *Arithmetic and Curriculum Organization.* Number 3 in a Series of Monographs on the Teaching of Arithmetic. Syracuse, N.Y.: Bureau of School Service, School of Education, Syracuse University, 1954. Pp. x + 140. \$2.
- Group Dynamics: Research and Theory.* Edited by Darwin Cartwright and Alvin Zander, Evanston, Ill.: Row, Peterson and Co., 1953. Pp. xiv + 642.
- Health Needs of School Children: A Report of Problems as Seen by Teachers.* Prepared by the Co-operative Committee on School Health Education, representing the American Association of Colleges for Teacher Education; The American Association for Health, Physical Education and Recreation; The Association for Childhood Education International; The Department of Classroom Teachers and the Department of Elementary School Principals of the National Education

- Association. Oneonta, N.Y.: The American Association of Colleges for Teacher Education (11 Elm St.), 1954. Pp. ii + 84. \$0.75.\*\*
- HECK, ARCH O. *The Education of Exceptional Children: Its Challenge to Teachers, Parents, and Laymen*. New York 36: McGraw-Hill Book Co., Inc. (330 West 42d St.), 1953. Pp. xiv + 514.
- HILL, WILHELMINA; MACINTOSH, HELEN K.; and RANDALL, ARNE. *How Children Can Be Creative*. Bulletin 1954, No. 12. Washington 25: Office of Education, U. S. Department of Health, Education, and Welfare, 1954. Pp. vi + 24. \$0.15.\*
- KELLY, J. C. *Clinician's Handbook for Auditory Training*. Dubuque, Iowa: Wm. C. Brown Co., 1953. Pp. iv + 156.
- LEOPOLD, WERNER F. *Bibliography of Child Language*. Evanston, Ill.: Northwestern University Press, 1952. Pp. vi + 116.
- LITTLE, WILSON, and CHAPMAN, A. L. *Developmental Guidance in Secondary School*. New York 36: McGraw-Hill Book Co., Inc. (330 West 42nd St.), 1953. Pp. xii + 324.
- LOWENFELD, VIKTOR. *Your Child and His Art: A Guide for Parents*. New York 11: The Macmillan Co. (60 Fifth Ave.), 1954. Pp. xiv + 186.
- LYND, ALBERT. *Quackery in the Public Schools*. An Atlantic Monthly Press Book. Boston 6: Little Brown & Co. (34 Beacon St.), 1953. Pp. x + 282.
- MILLARD, CECIL V. *School and Child: A Case History*. East Lansing, Michigan: Michigan State College Press, 1954. Pp. xvi + 222. \$3.75.
- REAVIS, WILLIAM. *Administering the Elementary School: A Co-operative Educational Enterprise*. New York 11: Prentice-Hall, Inc. (70 Fifth Ave.), 1953. Pp. viii + 632.
- SIMPSON, ELIZABETH A. *Helping High-School Students Read Better: A Program Manual for Teachers and Administrators*. Chicago 10: Science Research Associates, Inc. (57 West Grand Ave.), 1954. Pp. viii + 146. Cloth, \$3.60; paper, \$2.95.\*\*
- STEBBINS, CYRIL A., and STEBBINS, ROBERT C. *Birds of Yosemite National Park*. Yosemite Nature Notes, the Monthly Publication of the Yosemite Naturalist Division and the Yosemite Natural History Association, Inc., Vol. XXXIII, No. 8, August, 1954 (Special Issue). Illustrated by the Junior Author. Yosemite National Park, California: Yosemite Natural History Association (Box 545), 1954. Pp. 73-152.
- TANNEYHILL, ANN. *From School to Job: Guidance for Minority Youth*. Public Affairs Pamphlet No. 200. New York 16: Public Affairs Committee (22 East 38th St.), 1954. Pp. 28.
- WHITING, JOHN W. M., and CHILD, IRVIN L. *Child Training and Personality: A Cross-cultural Study*. New Haven: Yale University Press, 1953. Pp. vi + 354.
- WILSON, RUSSELL E. *Flexible Classrooms: Practical Ideas for Modern Schoolrooms*. Detroit, Mich.: The Carter Co., 1953. Pp. 64.
- WOODRING, PAUL. *Let's Talk Sense About Our Schools*. New York 36: McGraw-Hill Book Co., Inc. (330 West 42nd St.), 1953. Pp. x + 216.
- Your Child's School: The First Grade*. Monterey, California: Monterey City School District (700 Pacific St., P. O. Box 1031), 1954. Pp. 20 (reproduced from typewritten copy).

\* For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

\*\* Discounts on orders in quantity.

# DIRECTORY

## OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

### STATE BOARD OF EDUCATION

Term Expires  
January 15

William L. Blair, <i>President</i> , Pasadena	1956
Byron H. Atkinson, Glendale	1957
Mrs. E. T. Hale, San Diego	1954
Gilbert H. Jertberg, Fresno	1955
Joseph Loeb, Los Angeles	1955
Thomas J. Mellon, San Francisco	1958
Max Osslo, San Diego	1957
James Mussatti, Palo Alto	1958
Wilber D. Simons, Redding	1956
Mrs. Margaret H. Strong, Stanford	1956
Roy E. Simpson, <i>Secretary and Executive Officer</i>	

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(Unless otherwise indicated, all staff members may be reached at the State Education Building, 721 Capitol Avenue, Sacramento 14)

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VOCATIONAL EDUCATION, Wesley P. Smith, *State Director*

VOCATIONAL REHABILITATION, Bureau of, Andrew Marrin, *Chief*



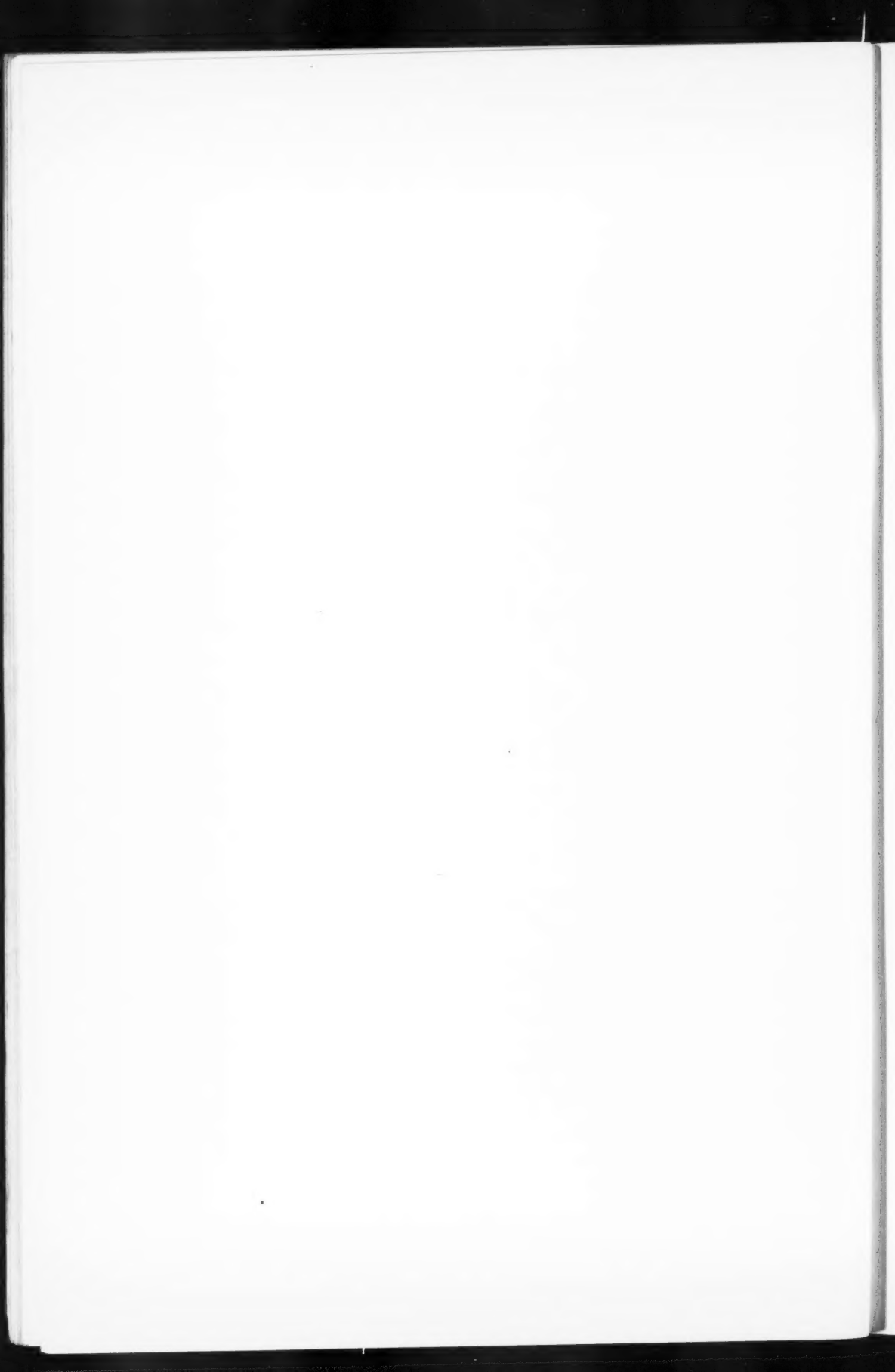
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References to digests of interpretations of law which are applicable to schools appear in the index under the heading of "Legal Interpretations." These items are not cited in the general index. The abbreviations (USSC), (FDC), (SC), (DCA), and (AGO) have been used in the index of legal interpretations to show that the items are referred to in digests of opinions of the United States Supreme Court, Federal District Court, California Supreme Court, California District Courts of Appeal, or of the California Attorney General's Office.

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